DOCUMENT RESUME

ED 166 728 CS 204 714

TITLE Literature, Literary Values, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," October through December 1978 (Vol. 39 Nos. 1 through 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 78

NOTE 15p.; Not available in hard copy due to small type

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS Adolescent Literature; American Literature; Black Literature; Counseling; *Doctoral Theses; Elementary Secondary Education; English Literature; Higher Education; *Literary Analysis; *Literature Appreciation; Literature Programs; Poetry; *Research; Short Stories; Story Telling; *Student Reaction; *Teaching Techniques; Values; Womens Studies

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with a variety of topics, including the following: a curriculum guide for studying selected women authors of Britain and the United States; story telling in ordinary discourse; the responses of seventh grade students to adolescent novels; teaching poetry in grades seven and eight; an American short story anthology based on structuralist principles; a multicultural women's studies curriculum in American literature; the relevance of using literature and literary studies in counseling situations; sixth grade students' responses about moral judgments in literature; Catholic student attitudes and literary preferences; knowledge of literary structures and reader response; the values that students and librarians associate with Newbery Medal Award books; educational practice that helps students experience poetry; the relationship between black writers and the Communist Party; improving race relations by introducing biographical literature into the elementary school curriculum; archetypes in adolescent novels; and the social values in four works by black writers. (RL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED166724

BEST COPY AVAILABLE

Literature, Literary Values, and the Teaching of Literature:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, October through December 1978 (Vol. 39 Nos. 1 through 6)

Compiled by the staff of the

ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

University Microfilms International

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CS204714

The dissertation titles contained here are published
with permission of the University Microfilms International,
publishers of Dissertation Abstracts International
(copyright © 1978 by University Microfilms International),
and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Amis, Velma Dianne
SELECTED WOMEN AUTHORS OF BRITAIN AND AMERICA: A CURRICULUM GUIDE FOR TEACHERS OF COLLEGE ENGLISH COURSES

Coontz, Phyllis Dawn
PARABOLIC FORMS IN ORDINARY DISCOURSE

Cutts, Kenneth Michael
THE FOCUSING BEHAVIORS, MENTAL PROCESSES, AND TYPES OF LANGUAGE USED BY SELECTED SEVENTH GRADERS WHILE READING AND RESPONDING TO A CHAPTER FROM AN ADOLESCENT NOVEL

Hecht, Sandra Nancy
THE TEACHING OF POETRY IN GRADES SEVEN AND EIGHT - A SURVEY OF THEORY, PRACTICES, AND MATERIALS

Holsberry, Carmen Williams
PATTERNS OF AMERICAN FICTION: AN ANTHOLOGY OF THE AMERICAN SHORT STORY BASED ON STRUCTURALIST PRINCIPLES

Johnston, Judith Conlin
A MULTICULTURAL WOMEN'S STUDIES CURRICULUM IN AMERICAN LITERATURE

Kasprisin, Lorraine
THE SIGNIFICANCE OF SPEECH ACTS FOR A THEORY OF LITERARY MEANING

Parker, Lois Janette
CLASSICAL AND EXISTENTIAL COMPARATIVE USES OF MYTH AND MODERN LITERATURE: A STUDY OF COUNSELING PERSONS IN BOUNDARY SITUATIONS

Perine, Maxine Harriet
THE RESPONSE OF SIXTH-GRADE READERS TO SELECTED CHILDREN'S LITERATURE WITH SPECIAL REFERENCE TO MORAL JUDGMENT

Riley, Maureen Evelyn
FEMALE NON-STEREOTYPING IN PAROCHIAL AND PUBLIC HIGH SCHOOLS: AN ANALYSIS OF CATHOLIC STUDENTS' ATTITUDES AND THEIR LITERARY PREFERENCES

Runnels, Mary Margaret
LITERARY STRUCTURES FOR READING RESPONSE (PARTS I AND II)

Ryder, Mary Stephens
PERSONAL VALUES AND VALUES IDENTIFIED IN NEWBERY MEDAL AWARD BOOKS BY STUDENTS AND CHILDREN'S LIBRARIANS

Schiralli, Martin Guy
EDUCATION AND THE EXPERIENCE OF POETIC MEANING

Simama, Jabari Onaje
BLACK WRITERS EXPERIENCE COMMUNISM: AN INTERDISCIPLINARY STUDY OF IMAGINATIVE WRITERS, THEIR CRITICS, AND THE CPUSA

Sims, Doris Juanita
THE EDUCATIONAL IMPLICATIONS FOR THE INTEGRATION OF BIOGRAPHICAL LITERATURE INTO THE CURRICULUM OF THE ELEMENTARY SCHOOL CHILD

Strauser, Atha Maxine Tubbs
ARCHETYPAL ANALYSIS AND THE TEACHING OF ADOLESCENT NOVELS

Walton, James Edward
THE VALUES IN FOUR SELECTED WORKS BY AMERICAN BLACK AUTHORS AND SUGGESTED USES OF THESE VALUES IN LITERATURE AND SOCIAL STUDIES CLASSES

SELECTED WOMEN AUTHORS OF BRITAIN AND AMERICA: A CURRICULUM GUIDE FOR TEACHERS OF COLLEGE ENGLISH COURSES

Order No. 7823231

AMIS, Velma Dianne, Ed.D. University of Arkansas, 1978. 187pp. Major Professor: Dr. Jacqueline Douglas

Purpose

The purpose of this study was to design a curriculum guide on English and American women authors which could be used as an outline for a college course dealing specifically with women writers or as a guide to supplement college survey courses in English and American literature. A related purpose was to focus attention on women writers writing in the various literary periods and in the major genres and to look at their contributions in light of literary trends rather than as peripheral to the main currents in literature. Verification of the need for a curriculum guide was an important part of this investigator's research prior to the actual construction of the curriculum guide.

Procedure

Verification of the need for a curriculum guide on women authors was accomplished through the following lines of investigation: (1) correspondence with organizations and institutions which had already done work in the area of women's studies; (2) the administration of two sets of questionnaires, the first of which sought information from fifty-six institutions of higher education about some existing courses in American and English literature and the second of which sought information from thirty-four instructors at twenty-four institutions about some women's literature courses currently being offered; (3) a review of ten American and eight English college level anthologies.

After the need for a curriculum guide had been demonstrated, the investigator surveyed literature about and by women writers and constructed a guide entitled "Selected Women Authors of Britain and America: A Curriculum Guide for Teachers of College English Courses." The first four steps of Hilda Taba's suggested phases for the development of curricula as outlined in Curriculum Development, Theory and Practice (New York, 1962) were followed by the researcher: (1) diagnosis of needs; (2) formulation of objectives; (3) selection of content; (4) organization of content.

Major Findings and Results

1. Correspondence with professional associations and resource centers on women's studies yielded useful bibliographical information but little specific information about existing courses on women's literature.

2. The initial questionnaire revealed that at most of the universities surveyed instructors have a great deal of freedom in selection of texts and course content for survey courses in American and British literature. However, if information supplied about authors being taught was representative, male American authors are being taught in comparison with female American authors in a ratio of approximately ten to one at the institutions responding. Male British authors are being taught in comparison with female British authors in a ratio of approximately thirty to one.

3. The second questionnaire revealed that women's courses in literature currently being offered stress twentieth century women writers of short stories, novels, and poetry.

4. In the ten anthologies of American literature reviewed, 89 percent of the authors introduced were male and 11 percent were female. In the eight anthologies of British literature reviewed, 97 percent of the authors introduced were male and 3 percent were female.

5. As a result of the diagnosed need for a curriculum guide, the investigator prepared objectives. She then selected forty-one American and thirty-three British authors writing in the five major genres between 1600 and 1950 to be included in the guide. For each author the investigator attempted to (a) identify the author within her particular literary period; (b) mention primary works and make suggestions of where such works could be studied in relation to other literature by both men and women of the period; (c) supply selected bibliographical information. The investigator organized the guide by dealing with British and American authors separately and by using centuries for the grouping of authors. A brief introduction to each century in America and Britain was included as a reminder of major social, historical, and literary movements.

PARABOLIC FORMS IN ORDINARY DISCOURSE

Order No. 7820499

COONTZ, Phyllis Dawn, Ph.D. University of Colorado at Boulder, 1978. 182pp. Director: Professor Edward Rose

Stories and storytelling are the main concerns of this dissertation. This study focuses upon a particular kind of story, the parable, because of its special structural ability to convey understanding. Stories and parables are treated as one and the same in this study. In order to demonstrate that ordinary people tell and hear stories in the contexts of everyday affairs, I have collected and examined some of the stories told and heard in a methadone center setting.

Now stories are told by persons to describe their experiences in the world. The various involvements of persons are viewed as meaningful events and as such when persons talk about their experiences they do so from an earnest perspective. The experiences of persons cannot be taken lightly. The stories persons tell to describe their experiences cannot be taken lightly either.

This dissertation is organized and presented in two parts. Part One, Chapters Two, Three and Four, attempt to provide background knowledge from which to proceed with an analysis of storytelling practices.

Chapter Two reviews pertinent sociological literature which might have some bearing upon an interpretive approach to the analysis of storytelling practices.

Chapter Three defines and discusses the parable and the ancient oral history of parabolic forms in ordinary conversation.

Chapter Four attempts to show how stories might be viewed as constituting a natural dialectical process. To do this a brief history is presented of the term, dialectic, to show its relevance for storytelling practices.

Part Two concerns the actual stories collected for this study and their analysis. Chapter Five presents the stories told and heard in various situations of methadone-center society.

Chapter Six, the concluding chapter of this dissertation, offers a procedure for exploring the telling and hearing of stories for sociologists and others interested in many of the problems found in speech activity.

THE FOCUSING BEHAVIORS, MENTAL PROCESSES, AND TYPES OF LANGUAGE USED BY SELECTED SEVENTH GRADERS WHILE READING AND RESPONDING TO A CHAPTER FROM AN ADOLESCENT NOVEL

Order No. 7822398

CUTTS, Kenneth Michael, Ph.D. The University of Iowa, 1978. 289pp. Supervisor: Associate Professor John Conner

This study described a reader's processes of comprehension by isolating and analyzing three variables: points of focus, mental processes, and types of language. Ten categories of focus divided into textual and extra-textual types were defined and used in analysis. Two instruments, one containing five categories of mental processes and one containing four categories of language were constructed and used to analyze reader responses.

Two reading ability groups from the seventh grade were selected through the use of the Iowa Tests of Basic Skills. The twenty-three students in the high reading group and eleven in the low group were asked to silently read and introspectively respond to a chapter from an adolescent novel. The chapter was divided into seven segments to enable readers to pause and react freely during the reading, which was taped and transcribed.

A separate evaluator determined the extent and categories for each focus, and two different raters independently determined the mental processes and language used in each focus. Chi-square procedures with a .05 level of probability, category frequency and percentage totals, and segment frequencies and totals were used to determine answers to the following questions guiding the study.

1a. What were the differences between the high reading group and the low reading group in the use of textual and extra-textual focuses?

The percentages for textual and extra-textual types of focus were nearly equal and similar for both groups. There were no statistically significant group differences in the use of focus categories. Self and then character were the two most frequent types of focus for both groups. There were no statistically significant differences by sex in the use of focus categories, although the boys in the study focused on events observably more than girls did.

1b. What were the changes in the differences between the high reading group and the low reading group in specific types of textual and extra-textual focuses?

Both reading groups focused extra-textually on self most frequently in the first three segments. As the reading progressed, focus on self declined and textual focuses on character became more frequent for both groups. In the final segments fewer focuses of either type occurred but textual focuses were more frequent for both groups.

2a. What were the differences between the high reading group and the low reading group in the use of the five types of thinking defined in the mental process continuum?

There were no statistically significant group differences in the use of the five mental processes. But, the high group used generalizing in a more frequent manner than the low group did. The high group boys' use of seeing relationships was significant at the .05 level. The boys in both groups used the category more frequently than did girls. The low group girls' use of generalizing was also significant at the .05 level. All the girls in the study generalized in a more frequent manner than did boys. In terms of a continuum the high group spent nearly fifty percent of the time generalizing and predicting whereas the low group used the same categories only one-third of the time.

2b. What were the changes in the differences between the high reading group and the low reading group in the uses of thinking as the readers progressed through the chapter?

Both groups used seeing relationships more frequently than any other category particularly in the initial segments. From that point the use of the category declined and the high group progressed to using generalizing processes. At the same time the low group used the other processes including generalizing in a random fluctuating manner, but continued to use seeing relationships extensively.

3a. What were the differences between the high reading group and the low reading group in the use of the four types of language utilized in the language continuum?

There were no statistically significant group or sex differences in the use of the four categories of language. Both groups used interpretive language more than any other. The boys in both groups tended to use interpretive language more frequently than did girls. The girls in both groups tended to use speculative language more frequently than did boys. In terms of a continuum the high group used the more abstract evaluative and speculative types of language nearly thirty percent of the time. By comparison the low group used the same categories less than twenty percent of the time.

3b. What were the changes in the differences between the high reading group and the low reading group in the use of the four types of language as the readers progressed through the chapters?

Both groups used interpretive language frequently in the initial segments. From that point, use of the category declined to near disuse in the final segments for both groups. After the early segments the high group tended to use evaluative and speculative language more frequently. By comparison the low group tended to use the same categories in a fluctuating manner.

4. Was there a relationship between the type of language used to express a response and the mental process used to formulate it?

Both groups used descriptive language and identifying mental processes in a statistically significant manner. Both categories were considered to be the least abstractive process in their respective continuums. Both groups used speculative language and predicting mental processes in a statistically significantly related manner. The high group used generalizing mental processes with evaluative language in a statistically significant related manner.

The major difference between the two reading groups was the high group's tendency to use more abstract forms of thinking and language while responding. They were able to accomplish more with fewer processes, especially in later segments, as they used more accumulative categories. All readers process a story in unique personal ways, but the direction is always toward increasing understanding. When progressively more abstract forms of thinking and language are used that understanding is reached more expediently.

THE TEACHING OF POETRY IN GRADES SEVEN AND EIGHT – A SURVEY OF THEORY, PRACTICES, AND MATERIALS Order No. 7819743

HECHT, Sandra Nancy, Ed.D. Boston University School of Education, 1978. 202pp. Major Adviser: Thomas G. Devine

Theory

Poetry and activities related to the teaching of poetry are recognized components of English and Language Arts Programs. The philosophical orientations for teaching poetry have altered significantly in the last twenty years and a plethora of new materials and perspectives are advocated by theorists.

The purposes of this study were to (1) review and synthesize a number of perspectives and objectives applicable to the teaching of poetry at the junior high school, (2) survey material appropriate for use at the junior high school, and (3) describe poetry teaching in seventh and eighth grade classrooms.

Research Design

A review of pertinent professional and theoretical literature revealed several basic issues in the teaching of poetry: (1) objectives, (2) the particular nature of poetry, the adolescent learner, and the successful teacher of poetry, and (3) the evaluation of poetry and of student work in poetry. A review of these facets is presented. In addition, activities representative of the types of material currently available are presented.

A questionnaire was designed -- the results of which would describe the climate and methodologies prevalent in the seventh and eighth grade classrooms of Massachusetts. One hundred middle and junior high schools were identified by random selection; questionnaires and an accompanying cover letter were sent. This questionnaire contained sixty items and addressed these issues: (1) professional preparation, (2) the attitude of teachers toward poetry, (3) objectives teachers held for poetry, (4) organization of poetry material in the classroom, (5) a delineation of question type asked by the teachers, (6) a survey of specific activity practices related to the teaching of poetry, (7) teacher opinion as to the suitability of poetry for the seventh and eighth grades, (8) suggestions for the improvement of the teaching of poetry, and (9) suggestions for successful activities.

The Results

The findings of this study suggest:

1. There is significant agreement that poetry is particularly appropriate for inclusion at the seventh and eighth grade level.
2. The two most frequent activities related to the teaching of poetry are the distribution and displaying of student work and the writings of poems in predesigned verse forms.
2. The two activities most infrequently done in regard to the teaching of poetry are the memorization or dramatization of poetry.
3. There is considerable interest in the teaching of poetry, but teachers' professional reading and failure to employ a wide diversity of materials does not reflect their professed belief in the essentiality of poetry teaching.
4. There is an increased focus on the affective domains of poetry.
5. Teacher-directed questions of all types are more prevalent than activities involving student production, performance, or activities which require student initiative and student-to-student activities.
6. There is an increased focus on the writing of poetry and some difficulty of transition from writing to reading poems.
7. Poetry is taught primarily in a unit form; however, the assimilation of poetry during the year is a significant second organization. An average of ten class periods a year are devoted to poetry and related activities.
8. More poetry is taught at the high ability levels than with lower ability students.

Conclusions

The findings of this study suggest that there is a great deal of potential in attitude and material for placing poetry in a major and viable position for the seventh and eighth grade programs. An increased amount of sharing, varying activities and increasing time, providing more poetry for lower ability students, and establishing guidelines pertinent to an emerging focus on the affective and less tangible aspects of poetry should result in making poetry a viable and integral part of the seventh and eighth grade English classroom.

PATTERNS OF AMERICAN FICTION: An Anthology of the American Short Story Based on Structuralist Principles
Order No. 7821309

HOLSBERRY, Carmen Williams, Ph.D. Duke University, 1978. 579pp. Supervisor: R. Baird Shuman

The purpose of this dissertation is to present an anthology of American short fiction for use by the college-bound high school student. The approach taken is that of recent theorists who expound a structural approach to the English curriculum. The debate over the structure of the secondary English curriculum which began in the 1950's and continued into the late 1960's had a salutary effect in many areas of curriculum planning. Its main achievement for the study of literature was the demise of the old anthology which offered much biographical-historical information, some literature often in abridged form, and no principle of organization other than chronology. The texts which replaced the anthologies were generally of two kinds, and both were a marked improvement. The first type, usually modeled after the influential Brooks and Warren texts and found more often in introductory college courses than in the high school, focused, quite correctly, on a close reading of the work of literature rather than on peripheral material. However, the main problem with the texts of the New Critics, other than often being unavailable for high school students because they are considered to be too "difficult," is, as several of their critics have pointed out, that they offer no principle of organization other than an explication of a text in order to illustrate a formal aspect of fiction. They contain little historical background, they do not relate one work by an author to the corpus of his work, and they do not attempt to discern the larger thematic patterns in American literature. Far more prevalent in the high schools are those recent texts which replace the chronological with the thematic approach.

An examination of them shows that the editors seem to have structural principles in mind when they present units consisting of literature of various genres under such broad thematic headings as "Man against Nature" or "Puritanism in American Thought." However, these texts do little to foster a critical reading of literature. For example, a unit on Puritanism might contain a short story by Nathaniel Hawthorne, a lyric by Emily Dickinson, and a play by Arthur Miller from which the student is expected to extract a theme. Any advantage the student might gain in perceiving continuities in American literature is made at the expense of his seeing the unique qualities of an individual work of art. Therefore, this dissertation, which is divided into three sections, attempts to remedy the faults found in most high school American literature texts by presenting a comprehensive, intellectually coherent method of selecting and editing material which combines the best features of the New Critical anthologies and those which employ a thematic approach.

The first section of the dissertation is a rationale. It presents structural theory as it relates to the high school literature curriculum. The main goal of the theorists of a structured approach to the curriculum has been to find a method of presenting material that is sequential and cumulative. This method is designed to allow the student to begin with simple basic concepts and to move to matters of ever increasing complexity. In spite of the foundations articulated by such a seminal thinker as Jerome Bruner, a comprehensive theory for literary study has not been formulated. This rationale attempts to formulate a comprehensive theory of curriculum structure for literary study that will aid the editor, and subsequently the classroom teacher, in making selections of fiction. It employs the basic concepts of Bruner and augments them with the works of such literary critics as Northrop Frye and Norman Friedman.

The second section of the dissertation is the anthology of American short fiction. The main purpose of this section is to present to the student the basic concepts employed in the analysis of literature. This introductory level corresponds to the Brunerian theory of first presenting the basic, universal components of a discipline. The method is that of the New Critics: a close reading and explication of individual works.

The third section of the dissertation is in the form of a handbook or teacher's guide. This section presents several approaches to the structure of the curriculum and attempts to arrive at a new synthesis in the method of presenting American literature. The purpose of this section is to offer to the teacher a combination of approaches to literature which most anthologies, concentrating on a single method or theme, omit. The fiction that was presented to the student for a close analysis of its basic components is here reexamined and reclassified so that the teacher may employ it in sequences of increasing complexity. Each work is first related to the canon of its individual author so that patterns within that author's work may be discerned. Then, on an increasing level of complexity, the same works are employed to illustrate perennial motifs of thought in American literature.

Within a single anthology, then, the teacher will be given the resources to present to the student a variety of approaches to the study of American literature. In its rationale, its method of presenting fiction, and its instructions to the teacher, this dissertation attempts to structure those approaches so that a coherent sequence of literary study, based on an ascending order of complexity, will emerge. It is in this multiplicity of methods, so lacking in many texts, that this dissertation hopes to contribute to the planning of the high school English curriculum.

A MULTICULTURAL WOMEN'S STUDIES CURRICULUM IN AMERICAN LITERATURE

Order No. 7820444

JOHNSTON, Judith Conlin, D.A. Drake University, 1978. 162pp. Adviser: Norman Hane

It is unfortunate that academia finds itself in a position in which it needs Women's Studies and Multicultural Studies. Our academic community always should have included women and minorities in representative numbers as students, as teachers, as writers, as critics, as administrators. Historically, this has not been the case. The history of higher education for women has been limited, and limiting. The educational system teaches students to identify with a white, male culture. Women do not see themselves accurately reflected in the canon of American literary culture. There is a sense of alienation which women students feel, a sense which is exacerbated when that woman is a Black, or a Chicana, a Native American or an Asian American; she is viewing not only a male culture, but a white, male culture, and she asks, "Where do I fit?"

The Multicultural Women's Studies curriculum in American Literature which I propose attempts to include women, all women, in any study of American literature. It attempts to balance what has been a white, masculist approach to American literature. The curriculum which I propose can be taught separately as an Introductory Course in Women's Studies in American Literature; it can serve as a course requirement in Human Relations and is deliberately tailored to fulfill the six components of the Iowa Human Relations Guidelines; it can be fed into any traditional American literature course in an effort to balance what has been a lopsided, male-biased approach to American literature. Ultimately, the hope is that we can so revise our thinking that we can propose a balanced curriculum for American literature which is truly representative of the full spectrum of American traditions and values, female and male, white and minority.

THE SIGNIFICANCE OF SPEECH ACTS FOR A THEORY OF LITERARY MEANING

Order No. 7819364

KASPRISIN, Lorraine, Ph.D. Columbia University, 1978. 178pp.

The purpose of this study is to construct a new conceptual framework that will provide a theoretical foundation for both literary practices and empirical studies. In place of ad hoc critical practices and fragmented conceptual studies, this analysis has attempted to realign our concepts within a coherent framework by examining the structure one concept must have if it is to be related consistently with other concepts we wish to hold.

Preliminary chapters re-examine within the logical framework of this study several basic concepts--the nature of definition, the concept of intentionality, the notion of an institutional analysis, the function of literary discourse, focusing on such writers as the Anglo-American New Critics, Morris Weitz, John Ellis, George Dickie, Barbara Herrnstein Smith, J. L. Austin, and John R. Searle.

This inquiry centers on a definition of "imaginative" literature that locates its function within a cultural activity or social practice. As a basic concept, the definition of literature serves as a focus for a systematic account of other issues. Although all the concepts central to the main issues of literary studies can now be examined in their relationship to this proposed definition, this study has concentrated on four of them: literary discourse, intention, context, and meaning.

A literary work of art is defined as a text (oral or written) that has been deliberately and intentionally produced as such or taken as having been so produced by an interpretive community of readers in such a way that it is perceived as an intransitive representation of linguistic acts requiring on the part of a participant reader the construction of a context for its understanding.

We can draw at least seven consequences from the conceptual framework in which this notion of a literary text is embedded:

1. Literary utterances are representations of linguistic actions or speech acts, more specifically, illocutionary acts.
2. Such representations are taken intransitively.
3. The concept of intention is reintroduced into a notion of literary meaning as a logical relationship rather than a contingent relationship. To understand the meaning of a text requires that we read it as if it were the result of some communication intention; i.e., a notion of intention stands logically prior to a notion of meaning.
4. Understanding the text requires the construction of a context, for only by supplying the context for literary utterances do we provide the conditions for its understanding. Such a context is not determined by definition but is developed on the basis of reasons and arguments. The question of what is intrinsic and extrinsic to literature must be determined and not assumed. Such a reading, however, is highly conventionalized, governed by both primary and secondary conventions.
5. The meaning of a literary work is dependent on a general theory of meaning.
6. The meaning of a literary work can be construed as an "illocutionary redescription."
7. The understandings that we construct out of the representations of the text can, in turn, be projected once again toward the world. They provide new concepts and new paradigms through which we come to restructure our reality. Cervantes's novel, Don Quixote, for example, brought into our language a new noun and a new concept, "Quixotism." In this way, we can say that, in the end, life comes to represent literature. The sequence forms not so much a circle, however, as a spiral.

By broadening the context relevant to our understanding of a literary work while, at the same time, remaining linguistically and textually oriented, this model can illuminate both the participatory role of the reader and the demands of the text, thereby, reconciling two dominant pedagogical approaches to the study of literature.

CLASSICAL AND EXISTENTIAL COMPARATIVE USES OF MYTH AND MODERN LITERATURE: A STUDY OF COUNSELING PERSONS IN BOUNDARY SITUATIONS

Order No. 7823638

PARKER, Lois Janette, Ph.D. University of Idaho, 1978. 254pp. Chairman: Thomas E. Hipple

This dissertation considers the contemporary condition of estrangement between counseling and literary studies. A survey of comparative uses of myth and modern literature by two classical and two existential therapists in their work with clients in boundary situations provides information concerning both theoretical and practical relevancies of literary studies for counseling.

The method is interdisciplinary. Twenty-four questions, as described by the cells of a cross-axes design, are addressed. Classical therapists are Sigmund Freud and Carl Gustav Jung; existential therapists are Rollo May and Ronald D. Laing. Boundary situations are critical life events that initially compel individuals into the counseling process in search of a more meaningful existence. The situation's overwhelming limitations, represented as an impasse, and the situation's inherent possibilities, indicated as a threshold, are analogous with initiatory, mythical events of traditional peoples. Experientially, such situations imply unavoidability, intense awareness, and a seeming distortion of time and space, the latter of which is analogous with literary experiences, both mythical and modern.

Findings indicate that many critical events of life are potential boundary situations; that both counseling theory and counseling practice, whether classical or existential, are complemented by myth and modern literature; that theoretical, therapeutic, and literary distinctions illumine differences within, between, and among categories; and that an existential emphasis on experience in writings of both Freud and Jung, and a classical emphasis on an essential nature of persons in writings of both May and Laing partially explain the blurring of classical and existential categories when considering myth and modern literature in relation to boundary situations.

More specifically, theoretical implications indicate that myth and modern literature are potential resources for clarification and illustration of counseling theories; that different forms of literary materials, including narrative, imagery, dramatic, and poetic, are theoretically valuable; and that psychological interpretations of literature vary theoretically.

Therapeutic implications show that dream-work benefits from counselor's knowledge of mythical symbols; that both literal and experiential symbolic interpretations are meaningful; and that the therapeutic value of narrative experience is an area inviting further research.

In conclusion, it is recommended that literary study be integrated into counselor's educational programs; and that myth and modern literature, as contrasted and compared, be recognized as potential agents for catalyzing depth-counseling orientations.

THE RESPONSE OF SIXTH-GRADE READERS TO SELECTED CHILDREN'S LITERATURE WITH SPECIAL REFERENCE TO MORAL JUDGMENT Order No. 7821831

PERINE, Maxine Harriet, Ed.D. Columbia University Teachers College, 1977. 286pp. Sponsor: Professor Arthur W. Foshay

The primary purpose of the study was to examine the relationship between literary responses and moral interpretations of sixth-grade subjects to selected literary works. A secondary purpose was to draw implications for the teaching of literature and the development of children's moral education.

Two hypotheses were formulated as follows:

1. A relationship exists between the literary responses of children and their moral interpretations of literary works.

2. The literary responses of children will be consistently within the categories of the Purves schema, Elements of Writing about a Literary Work, and their moral responses will be consistently within the Kohlberg categories of moral judgment.

Basic to the study is a two-fold problem concerning the need for teaching both literature and moral education. The need for methodology in these areas is recognized and methods are suggested.

A pilot study and a field study were conducted with sixth-grade subjects in a middle-class community. Children were exposed to lessons in widely recognized literature involving moral dilemmas. Class sessions were taped and verbatim transcriptions were made. Responses were divided into idea units by reliability coders and were coded by two schemas: Elements of Writing about a Literary Work by Purves and the Kohlberg Moral Stages.

Analysis of data by the Purves schema revealed that Engagement-Involvement was the dominant category of literary response followed respectively by Perception, Interpretation, and Evaluation. An analysis of data by the Kohlberg schema showed that Stage 3 was the dominant stage of moral judgment.

The Spearman Rank-Order Correlation Formula was used to determine relationships between categories of literary responses and moral interpretations. Responses of sixteen highly verbal students who read well and who responded with the highest frequency were used in the correlations. The following positive correlations, significant at the 5 percent level, were obtained: (1) Stage 3 and Engagement-Involvement, .55; (2) Stage 3 and Perception, .59; (3) Stage 3 and Interpretation, .58.

Results of the study confirmed the hypotheses. A relationship was found between literary responses and moral interpretations; literary responses were within the categories of the Purves schema; and moral responses were within the Kohlberg categories of moral judgments. In this investigation, Kohlberg is considered an analyst and the developmental stages of his schema are considered aspects of moral thinking. Data in this study suggests that the Kohlberg stages are present in some degree at all times in the minds of the students; however, some stages are more prominent at one time than another. Implied in the study is the need for programs in literature and moral education. Peer-group interaction was concluded to be a satisfactory method for obtaining responses to literary works and a means of resolving moral conflict. Through personal involvement in the literature and through reasoning, moral judgment was stimulated.

The following recommendations were made:

1. That literature be taught throughout the elementary grades.

2. That moral education be given attention in the schools.

3. That teachers acquire more knowledge of teaching literature including literary criticism.

4. That teachers evaluate children's responses to literature by using an instrument such as the Purves schema to find areas that are weak or missing.

5. That the Kohlberg schema be used to evaluate children's moral responses.

6. That teachers direct attention of children to areas of Engagement-Involvement, Perception and Interpretation when involving them in literature which includes moral dilemmas. Because of the relationship between these categories of literary response and moral judgment, attention to these areas makes it possible to deepen response and foster moral development at the same time.

FEMALE NON-STEREOTYPING IN PAROCHIAL AND PUBLIC HIGH SCHOOLS: AN ANALYSIS OF CATHOLIC STUDENTS' ATTITUDES AND THEIR LITERARY PREFERENCES Order No. 7819777

RILEY, Maureen Evelyn, Ed.D. Boston University School of Education, 1978. 241pp. Major Professor: Thomas G. Devine

This exploratory study analyzes the degree of female non-stereotyping among Catholic public and parochial high school students, as well as the extent of female non-stereotyping in the students' preferences of required reading novels and personally chosen outside reading novels.

Of the twenty-four subjects selected for the study, twelve (six girls, six boys) were parochial high school students, and twelve (six girls, six boys) were public high school students who attended Confraternity of Christian Doctrine classes conducted by the aforementioned parochial school's parish. The public and parochial schools are located in the same district of a suburban town. All subjects lived in that district and represented low, middle, and high socioeconomic backgrounds according to Hollingshead's Two Factor Index.

The methodology used to determine the degree of female non-stereotyping employed by the students and portrayed in their required and personally chosen outside reading novels was as follows: First, the subjects completed a questionnaire constructed by the researcher to determine their attitude towards females and their preference of their high school English curriculum's required reading novels and their own personally chosen outside reading novels. Using a rating guideline constructed by the investigator, four coders then rated each student questionnaire to determine to what degree students non-stereotyped characteristics of eleven categories of females.

Next, twelve of the novels students specified as enjoyable on the student questionnaire were selected for rating: three most frequently mentioned required reading novels and three most frequently mentioned personally chosen outside reading novels for each school, parochial and public. The coders then analyzed the twelve novels to determine the degree of female non-stereotyping contained in each work.

In this study the researcher investigated four major hypotheses:

1. Public high school students who attend Confraternity of Christian Doctrine classes non-stereotype females to a greater degree than parochial high school students. Research findings supported this hypothesis.

2. The English curriculum's required reading novels in the public high school non-stereotype females to a greater extent than the required reading novels in the parochial high school's English curriculum. This hypothesis was not supported in that investigation revealed on the average the parochial school required reading novels which were rated non-stereotyped females more than the public school required reading novels rated.

3. Catholic public high school students' personally chosen outside reading novels non-stereotyped females more than parochial high school students' outside reading novels. Investigation findings supported this hypothesis.

4. Students' degree of female non-stereotyping is more closely aligned to the degree of female non-stereotyping portrayed in their outside reading novels than in their English curriculum's required reading novels. This hypothesis was partially supported. Public school students' degree of female non-stereotyping was nearer, though only slightly, to the degree of female non-stereotyping in their outside reading novels than in their required reading novels. However, parochial school students' degree of female non-stereotyping was more closely akin to the degree of female non-stereotyping in their required reading novels than in their outside reading novels.

Findings of sub-studies associated with the research conclude that: (1) the higher the socioeconomic group was, the greater was the group's average degree of female non-stereotyping; (2) the high IQ groups when compared to the medium and low IQ groups were never the lowest in degree of female non-stereotyping; (3) there was no relationship between SAT verbal scores or scholastic achievement and the extent of students' female non-stereotyping.

LITERARY STRUCTURES FOR READING RESPONSE. (PARTS I AND II) Order No. 7819778

RUNNELS, Mary Margaret, Ed.D. Boston University School of Education, 1978. 466pp. Major Professor: Thomas E. Culliton, Jr.

Purpose

The study was undertaken for the purpose of constructing and evaluating a handbook of literary structures to be utilized in conjunction with the actual reading of literature. The focus of the study centered upon what effect in terms of the reading process an awareness of literary structures would have upon the reader's attitude and the reader's ability to respond to literature. The following research questions were raised: 1. Does a knowledge of literary structures as a learning set make the reader more sensitive and responsive to literature? 2. Does the knowledge of literary structures as a learning set facilitate comprehension of literature? 3. Does a knowledge of literary structures as a learning set affect attitudes toward literature? 4. Does the knowledge of literary structures as a learning set affect behavior in independent literary experiences?

Procedures

The researcher's handbook, Literary Structures for Reading Response, was designed to provide readers with a metalinguistic awareness of the dynamic processes at work in a given literary piece. The literary structures were presented in conjunction with the actual reading of literature. An awareness of structures was theorized to raise the reader's expectations by establishing criteria for analysis and criticism by the art of joining the reader's general knowledge to the print and allowing a synthesis to occur.

Seventy-eight tenth grade students from a small high school population participated in the study. The sample was comprised of four classes of two classes in the experimental group and two classes in the control group.

The classroom teachers of the experimental groups taught lessons daily for nine weeks using the handbook in conjunction with the reading of the literature. Teachers did not stress memorization of the terms in the handbook in the course of the study, but rather developed in the students a familiarity with the terms for the purpose of raising questions, examining literature and generating response.

Testing

Three sets of tests were utilized in this study to assess the effectiveness of using literary structures in conjunction with the literature for responsive reading: RESPONDING: GINN INTERRELATED SEQUENCE TO LITERATURE; Ginn DIAGNOSTIC TESTS OF SPECIFIC SKILLS; and Ginn ATTITUDE SCALES. The data were analyzed by comparison of mean scores for the initial and final tests and by computation of critical ratios of difference.

Findings

The knowledge of literary structures as a learning set appeared to be ineffective in increasing above average students' ability to respond to literature, but was effective at the .05 level of significance in increasing below average students' response to literature. The knowledge of literary structures as a learning set was effective in improving above average students' ability to comprehend literature at the .05 level of significance, but was ineffective in improving below average students' ability to comprehend literature. Reading attitudes were not markedly changed by an awareness of literary structures. Students in the experimental groups appeared to be better prepared to handle material read independently than those in the control groups.

Conclusions

An awareness of literary structures improves students' response and comprehension of literature. Responsive reading of literature requires a perception of basic structures. Such familiarity facilitates predictive and responsive reading. Comprehensive reading of literature also requires an awareness of the dynamic interactions of ingredients at work in a given literary piece. Such an awareness of process facilitates comprehension. Providing students with the tools for anticipatory reading reduces reader uncertainty and develops more positive attitudes toward the reading of literature.

PERSONAL VALUES AND VALUES IDENTIFIED IN NEWBERY MEDAL AWARD BOOKS BY STUDENTS AND CHILDREN'S LIBRARIANS Order No. 7818661

RYDER, Mary Stephens, Ed.D. University of Denver, 1978. 157pp.

The purpose of this study was to determine whether students and librarians held similar personal values and to determine whether students and librarians could recognize similar values as important when the values were presented in literary format.

Children's librarians and seventh grade students in junior high school Language Arts classes were asked to complete two value surveys. The first survey, Value Survey D, designed by Dr. Milton Rokeach, was modified and required reporting on personal values. The differences in the means of the scores were calculated. The second survey, also a modified Value Survey D, required application of the survey to a selection of children's literature and reporting of demonstrated values. The Newbery Medal Award books, 1971–1975, were used as the literature selections. Chi Square statistical treatment was applied.

Findings

There were differences between the student and the librarian groups on four instrumental or behavioral values and seven terminal or end-state of existence values when personal values were considered. Thirty-one percent of the thirty-six values on the modified Value Survey D were not viewed as similarly important by the two groups.

In discussing the four instrumental values, a higher percentage of students found the values of ambitious, independent, and obedient to be of importance in their lives while the librarians found broadminded very important in their lives.

When considering the terminal values, a higher percentage of students over librarians found all of these values important.

The second part of the research was a modified Value Survey D which was applied to each of five Newbery Medal Award books, 1971–1975, and required that the two groups report whether each of thirty-six values was demonstrated in the reading selections. Forty-seven percent of the thirty-six values were recognized differently by the two reporting groups when all of the books were considered.

When individual books were considered, the greatest diversity in value recognition of the two reporting groups occurred in the books, The Summer of the Swans, and M. C. Higgins the Great. A greater percentage of students over librarians found that the values were developed in each book. In the three remaining books, only two differences in values recognition were indicated.

Conclusions

On the basis of the findings, the following conclusions were advanced:

1. When considering the personal values of the two groups, a communication or maturity gap exists when recognizing the importance in daily living of approximately one third of the values which are listed on Value Survey D, modified. The study or the consideration of these values in the life styles of individuals would bring a different response from students and adults.

2. The findings concerning the values recognized in five Newbery Medal Award books by students and children's librarians indicate that instrumental or behavioral values and terminal or end-state of existence values are difficult to understand or recognize similarly by divergent groups when presented in some literature. However, the literature available for use by students is a viable vehicle for values transmission or inculcation assuming that librarians, teachers, and parents are aware that there are varying degrees of societal values presented in children's literature and that methods and strategies of recognition of values presented in literature would vary of necessity.

EDUCATION AND THE EXPERIENCE OF POETIC MEANING Order No. 7821238

SCHIRALLI, Martin Guy, Ph.D. University of Illinois at Urbana-Champaign, 1978. 167pp.

The general task of this dissertation is to articulate the conceptual grasp implicit in the appreciation of poetic meaning and thereby to uncover the categories of awareness into which students of poetry would need to be initiated. Toward giving an adequate account of poetic meaning, the thesis covers much of a foundational nature. Specifically an attempt is made to relate recent developments in epistemology and the philosophy of science to aesthetics and the philosophy of art.

Chapter II gives an account of the genesis of the "theory-dependency" thesis in the philosophy of science and Chapter III relates this thesis to perception in the arts terminating in an account of aesthetic experience based on Wittgenstein's discussion of "seeing" and "seeing as." The fourth chapter extends the discussion to music, the complex arts, and poetry through the notion of awareness.

Chapter V attempts to isolate the categories of awareness at work in the appreciation of poetic meaning. It is argued that Ezra Pound's categories of melopoeia, phanopoeia, and logopoeia (with some refinements) can be used to represent the conceptual grasp implicit in the appreciation of poetic meaning. The Poundian categories are also used to show how poetry can mean more than it literally says.

The dissertation ends with a discussion of educational practice consistent with the view developed in the thesis.

BLACK WRITERS EXPERIENCE COMMUNISM: AN INTERDISCIPLINARY STUDY OF IMAGINATIVE WRITERS, THEIR CRITICS, AND THE CPUSA Order No. 7818497

SIMAMA, Jabari Onaje, Ph.D. Emory University, 1978. 306pp. Adviser: Dr. Robert Wheeler

The primary purpose of this study is to clarify the debate within the CPUSA between 1919 and 1953 over the Negro Question as it related directly to Black writers' literary self-determination. We begin our analysis in 1919, the year that the Communist Party broke from the Socialist Party, and we end in 1953, the year that Langston Hughes testified before Joseph McCarthy's Senate Committee on Government Operations and the year that Lloyd Brown claimed he ceased affiliating with all political movements and organizations. Among other questions, this study explores the following in some detail:

(1) What notion did Black writers, who were writing professionally prior to joining the literary Communist movement, hold of the Black Aesthetic (i.e., Black language, style, forms, motifs, etc.), and how did this notion change or evolve, if at all, once these writers were within the auspices of the CPUSA as either members or fellow travelers?

(2) How did the writers respond to the prescriptions of proletarian and socialist realism?

(3) What did Black writers believe to be the role of the revolutionary Black writer?

(4) How did Black writers depict the Black community in their literature while in the Party, and how did they depict the Communists?

(5) How did these depictions change during their sojourn within the Party?

(6) How did Black writers perceive the international Communist movement in relationship to the national movement, and, while in the movement, how did they perceive America in relationship to the USSR?

(7) What attracted the Black writers to Communism and what turned them from it in the end?

(8) What understanding did the Black writers possess of self-determination and how did it differ from the Party's understanding of it? Finally, this study explores how various policy changes within the Party affected the writers' responses to the questions above.

The conclusions our study finds are of necessity somewhat tentative. We call our conclusions tentative because this study encountered problems that we were unable to completely solve within its time and scope. The main problem that placed specific limitations on this study is the failure of interdisciplinary scholarship to develop a methodology and a theory to treat effectively certain critical problems with which it deals. In this study, we used a literary content analysis with some emphasis given to form if it informed the content. We also used a social science data and value examination based on observed facts and tangible values. Our examination of data and our use of literary analysis within the same chapter imposes an interdisciplinary perspective on the reader, but this imposition speaks best to our attempt to address the problem of method by examining our themes and questions from several disciplinary viewpoints.

The main thesis of this study is that Black writers encountered difficulties when they attempted to express Black nationalist themes that did not agree with the views of the Party's spokesmen. This study supports this thesis by illustrating instances where the Party's heavy-handed approach to specific questions flagrantly denied an atmosphere of openness in which certain issues could be duly explored. In addition, we conclude the three following theses:

(1) The CPUSA's Black Republic and Black Self-Determination theories were important in its propaganda because of their ability to attract Black members and writers, but not because they advanced to Blacks a right of any political consequence.

(2) The CPUSA used its Black members to curb the efforts of Black writers who attempted to exercise literary self-determination.

(3) The Black writers, from McKay to Wright, waged a continuous struggle for the right to determine their literary destiny while in or around the Party; and

(4) The CPUSA was never a success in America when it was not successful in the Black community.

It is hoped that this study will aid both white and Black radicals in understanding why they often failed historically to accomplish the tasks that they set for themselves.

THE EDUCATIONAL IMPLICATIONS FOR THE INTEGRATION OF BIOGRAPHICAL LITERATURE INTO THE CURRICULUM OF THE ELEMENTARY SCHOOL CHILD
Order No. 7823861

SIMS, Doris Juanita, Ph.D. Claremont Graduate School, 1978. 104pp.

Negative racial attitudes or racial prejudice is one of the most, if not the most serious social problem facing America. Hence, the improvement of human relations is one of the most crucial tasks confronting the schools today.

Research indicates that negative racial attitudes in children begins at a very young age and intensifies as the child grows older. These negative racial attitudes from children toward people different than themselves, clearly reflect the values of the adult culture, and should be alleviated.

Schools across the nation are taking the brunt of racial strife between Blacks and Whites and other racially different groups. There must be an effort made for children to gain a greater respect for other groups and cultures by improving the classroom curriculum. The schools should be the initiating agent by providing a curriculum to improve and promote human relations. This task can be undertaken by first changing the textbooks that are now filled with slanted facts and misinformation, to those that represent a true picture of our American heritage.

Literature, in general, and biographical literature in particular, can be one avenue whereby this can be accomplished.

Since a majority of racial strife is among Blacks and Whites and most of the negative racial attitudes are directed from Whites to Blacks, it is believed that negative racial attitudes will improve if the white child receives information about Black men and women who have made contributions to America through an integration of biographical literature into the social studies curriculum.

To determine whether biographical literature integrated into social studies curriculum of the white elementary school child has an effect on his racial attitude, forty-nine students were randomly selected from the second and third grade, an equal number being male and female from each grade level, at Bassett Elementary School in Van Nuys, a predominantly white school (87%).

The selected students were administered the PRAM II (Preschool Racial Attitude Measure) to assess their racial attitudes towards Blacks. The teachers (four) were given a curriculum unit plan which was written to accompany four biographical fictional stories that stressed the contributions of Black persons. The contributions highlighted readily relate to all students because of their impact on daily living, i.e., sugar, shoes, peanuts and the stop light. After the pretest each teacher presented the social studies curriculum plan "Black Inventors Make Living Easier" to the entire class. The biographical literature was in slide, filmstrip and study print form.

At the completion of the social studies curriculum unit plan the students were retested using the PRAM II to assess if their racial attitudes changed towards Blacks after their exposure to the biographical literature.

The racial attitude score is determined by the total amount of positive statements attributed to the white subjects in the test. The racial attitude total is then converted to a prejudice score with a rank of 1-5. The 1 meaning a definite Euro (white) racial bias, to 5 meaning a definite Afro (Black) bias.

The results from the testing indicated that a large percentage of the students (50 percent) displayed a reasonably high E+A- bias prior to the special curriculum program. As a result of their participation in the curriculum program the mean score of the subjects showed a slight decline, with 34.8 percent of the population scoring toward the upper end of the E+A- of the score range after the post test. Although this change was statistically nonsignificant some modification of racial attitudes appears to have occurred. However, since the change in racial attitudes appeared to have been slight it is possible that the simple presentation and integration of biographical literature into the curriculum of the child may not necessarily decrease racial attitudes. It is necessary to conduct further study before any such claim can be made.

ARCHETYPAL ANALYSIS AND THE TEACHING OF ADOLESCENT NOVELS
Order No. 7817718

STRAUSER, Atha Maxine Tubbs, Ph.D. The University of Texas at Austin, 1978. 197pp. Supervisor: Geneva Hanna Pilgrim

Literary criticism and adolescent literature, two areas of major concern for the English educator, have too often been viewed entirely separately, the resources of literary criticism being utilized only for the analysis of adult literature. English teachers, feeling that adolescent fiction is not sufficiently complex to allow systematic criticism, have tended to exclude the study of the adolescent novel from the literature curriculum.

The purposes of the present study were (1) to demonstrate that modern adolescent fiction, which is becoming increasingly more complex and which treats philosophical questions that young people today are posing, can fruitfully be analysed by use of a systematic critical model; (2) to demonstrate the viability of an articulated, comprehensive model of literary criticism which incorporates archetypal analysis, an approach that can be used to analyze literature at various levels of reading difficulty; and (3) to demonstrate the validity of classroom study of the adolescent novel which embodies recurring archetypal themes, in particular man's attempt to find a meaningful existence in a chaotic world.

A contemporary expression of this theme in modern adolescent literature is a concern with the misplaced values in American society. Typically, the literature traces a search for identity within a social structure which lacks meaningful rites of passage and lacks a cohesive community into which the young can be incorporated. The absence of tradition-oriented models has engendered confusion and crisis.

A compelling contemporary analysis of these themes from an archetypal perspective can be accomplished from a critical approach based on the work of Mircea Eliade, particularly his presentation of the concepts of the sacred and the profane. Analysis of adolescent fiction in terms of these concepts illuminates the themes in modern adolescent novels which deal with the attempts of young people to live their lives qualitatively rather than quantitatively, to live a sacred rather than a profane existence. The attempts often involve questioning or rejecting goals which are commonly accepted in American society as positive, such as the pursuit of material wealth and social prestige. Adolescent literature communicates these archetypal themes in a contemporary and comprehensible way to the young person.

If adolescent novels are to be incorporated into the literature curriculum of the secondary school and if they are to be studied using archetypal criticism, the English teacher must be knowledgeable both of this literary genre and the critical approach. This necessity must be reflected in both the pre-service and in-service training of teachers.

THE VALUES IN FOUR SELECTED WORKS BY AMERICAN BLACK AUTHORS AND SUGGESTED USES OF THESE VALUES IN LITERATURE AND SOCIAL STUDIES CLASSES

Order No. 7819083

WALTON, James Edward, Ph.D. The University of Akron, 1978. 191pp.

Winner of the National Book Award as the best American novel of 1952, Invisible Man, by Ralph Ellison, was selected in a 1965 Book Week poll as "the most distinguished single work" published in the last 20 years. This work, along with Black Boy by Richard Wright and Go Tell It on the Mountain by James Baldwin, continues to enjoy widespread popularity in our nation's high school and college classrooms. With the addition of The Third Generation by Chester Himes, these books were selected for examination in this study.

Given the social concerns of the present day many educators deem it paramount that the classroom teacher has a clear-cut means of encouraging students to reflect thoughtfully on the values others, particularly minorities, hold. Students can then be encouraged to ponder their own values in these areas and to act in ways consistent with their expressed values. It was the primary purpose of this study, then, to describe the values in these four works by American black authors.

The seven value categories in H.S. Broudy's Building a Philosophy of Education provided the structure for classification: economic values; health, bodily, and recreational values; social values; moral values; aesthetic values; intellectual values; religious values.

It was found that considerable attention in these works was devoted to values in many of the seven categories, while minimal attention was given to values in other categories. Significant attention, for example, was paid to values in the social, moral, and intellectual categories; slight attention, in many cases, was paid to values in the aesthetic and, surprisingly, in the economic categories.

A second purpose of this study was to suggest ways for analysis of the values in these works and the implications they may have for the teaching of literature and social studies. Concrete methods, based in part on strategies developed in Values and Teaching by Raths, Harmin, and Simon, are included in the study and, hopefully, will prove quite useful to the teacher in the classroom.

Copies of the dissertations may be obtained by addressing your request to:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042